

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2, Sections 55 (21089) and 61 (22701)**  
**Spring 2013**

<b>Instructor:</b>	Dr. Linda Landau
<b>Office Location:</b>	FO 115
<b>Telephone:</b>	(408) 924- 4423
<b>Email:</b>	<a href="mailto:linda.landau@sjsu.edu">linda.landau@sjsu.edu</a>
<b>Office Hours:</b>	MW 2:00-3:00 and by appt.
<b>Class Days/Time:</b>	MW 3:00-4:15 and 4:30-5:45
<b>Classroom:</b>	BBC 120 and Clark 316
<b>Prerequisites:</b>	Passage of Written Communication 1A, or equivalent
<b>GE Category:</b>	Written Communication C3

### **Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/linda.landau> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking your email as well as Canvas or my faculty web page through MySJSU for updates to class assignments.

### **Course Description**

English 1B is the second course in SJSU's two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students' understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

**Prerequisites:** Passage of Written Communication 1A (C or better) or approved equivalent.

### **Course Goals and Student Learning Objectives**

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.

- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

**Student Learning Objectives:**

SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

SLO 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

SLO 3: Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

**Information available online**

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

## Required Texts and Materials

Lunsford, Andrea, and John Ruskiewicz. **Everything's an Argument**. Sixth Edition. Boston: Bedford/St. Martins, 2013. ISBN-13:978-1-4576-0606-9

The new 6<sup>th</sup> edition has an access code to online readings and videos.

Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Penguin, 2008. ISBN-13: 978-0-141-03625-0 (Purchase new, used, kindle at any bookstore, or online).

Crane, Stephen. "The Open Boat" and "Stephen Crane's Own Story." (library, online)

A college level dictionary

Recommended: *Everyday Writer*, Andrea Lunsford, or handbook used in ENGL 1A

Additional readings for class will be posted on Canvas, on my webpage, distributed by email, or handed out in class during the semester, and you will be notified in class about the method.

Internet access and email for updates and correspondence

8 ½"x 11" notebook for handing in in-class essays / Blue or black ink pens

## Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

## Classroom Protocol

**Electronic Equipment:** Cell phone, laptop, iPod, iPad use during class is not allowed. It detracts from your participation, interferes with class discussion, and disturbs other students.

**Diversity:** Assignments (both reading and writing) may address issues of race, class, ethnicity, and gender. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects will be conducted in a manner befitting an academic setting.

**Plagiarism:** To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. If you plagiarize twice, you not only will fail this course, but will also be referred to the university for disciplinary proceedings.

## Assignments and Grading Policy

**Grading:** A-F. This class must be passed with a C or better. A passing grade in the course signifies that you are a capable college-level writer and reader of English.

Your grade will be determined according to the following criteria:

**A (90-100)** = Exceptional communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery and intellectual curiosity regarding course readings and concepts; student demonstrates enthusiasm and takes initiative, particularly during group activities.

**B (80-89)** = Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities.

**C (70-79)** = Satisfactory communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

**D (60-69)** = Limited communicative skills, uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior.

**F** = Weak communicative skills; little to no preparation for class; little evidence of reading assignments; never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to the group.

**Reading Requirements:** English 1B is a reading intensive course with the goal of developing critical thinking skills along with reading abilities that will provide an adequate foundation for upper-division work. The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. The majority of the readings will be devoted to analytical, critical, and argumentative essays, but may also include poetry, fiction, and drama. In addition to our rhetoric handbook, *Everything's an Argument*, we will be reading a short story and a news report by Stephen Crane, "The Open Boat" and "Stephen Crane's Own Story," as well as Malcolm Gladwell's *Outliers*. Readings have been selected for their exemplary rhetorical styles and their ability to promote new ways of perceiving and thinking about the world. Their content and writing style will be analyzed in class, and they will function as prompts for critical thinking, class discussion, and your writing. For this reason, the assigned reading must be completed *before* the class it is due. Good writers are good readers; the more you read, the more tools you have for writing effectively and thinking critically.

**Participation:** While reading and writing are significant components of the learning process, sharing ideas, asking questions, and providing valuable peer review feedback are equally important activities for developing critical thinking and academic writing skills. Therefore, active participation is graded and constitutes 10% of your total grade.

**Essay Writing:** In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing, and you will be required to submit the outline from which you created the first draft and

revisions. Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of 3 in-class essays, 2 out-of-class essays, and a traditional research paper in which you use library research to inform your position or thesis. This 8000-word minimum does not include quizzes, journals, or any brief or informal assignments, but can include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than simply correcting grammatical or structural errors. English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, as well as how to properly cite them.

### **Essay Format and Submission Policy**

***In-class essays*** must be written in clear handwriting on 8 ½ x11 inch lined paper in blue or black ink. Be sure to bring your outlines and early drafts to class if these are assigned.

***Out-of-class essays*** must be typed, double-spaced, in 12 point font, with 1 inch margins on all sides, and printed on one side of the paper only. Write your name, English 1B Section 55 or 61, my name, and date on the top left side of the first page above the essay title. The title is centered and not underlined. Number your pages, beginning with page 2. If you quote, paraphrase, or summarize another work, your paper must conform to MLA citation guidelines (see your handbook). **Your prewrites, outline, and all previous drafts of your essay must be submitted with your final draft revision for a full grade.** Word counts should appear on your outline and both drafts, and the tally should appear on the first page. All homework and essays must be turned in at the beginning of class unless otherwise specified.

**Prior to handing in printed copies for peer review or a grade, out-of-class essays are submitted online to Canvas, where they will be automatically sent to turniton.com.**

**Revisions are final, and you will not be allowed to revise them further. I encourage you to go over your essays with me during my office hours before and/or after they have been peer reviewed.**

Save all your essays, including prewrites, vocabulary-enrichment records, and grammar exercises, in a portfolio that you and your peer group will review for your final essay in this class. However, you will not submit your portfolio for a grade.

### **Peer Review Workshops**

Out-of-class essays are submitted for peer review a week or two before handing them in for a grade, so your draft must be ready at the beginning of the peer review workshop, or you will lose 10% of your final draft grade. If you cannot attend a workshop, it is your responsibility to notify me and your peer group and to make arrangements with your peer partner or another group member to review his/her paper and have your paper reviewed before submitting the final revision for a grade. The draft with peer review comments is submitted with the final revised version.

### **Late Papers and Missed In-class Essays**

If you know you will not be able to attend class the day a paper is due, you should notify me by email beforehand, so we can discuss your situation. Otherwise, the essay's grade will be lowered 2 pts for every day it is late. By the 5<sup>th</sup> day it will have dropped an entire grade, and it is possible that it will not be returned to you in time for feedback to help you

write your next essay. If you miss an in-class essay and you have a valid excuse, you will be allowed to take a make-up in-class essay on a different topic, one we have not discussed in class. It is your responsibility to submit all essays. Failure to submit an essay will cost you 10% of your total points for this class and will most likely drop your class grade an entire level.

### **Final Assignment**

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

### **Grading Criteria for Out-of-Class Essays (and In-Class Essays where applicable):**

An “A” Essay

1. Is fluent and well-developed, demonstrating a clear understanding of the assignment with content expressing sophisticated ideas that are the result of critical thinking.
2. Has a title, introduction, clear thesis, topic sentences, body paragraphs, transitions, and a conclusion that together convey the essay’s message in an organized, concise, and lucid manner.
3. Uses relevant examples that advance the argument.
4. Analyzes concepts fluently and synthesizes ideas creatively.
5. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper.
6. Follows the MLA standards of presentation, including accurate parenthetical documentation and a properly documented works cited page according to the MLA style.
7. Illustrates proficiency in using quotations effectively, summarizing and paraphrasing accurately, and integrating sources fluently. It does not overuse sources.
8. Uses language effectively, including sophisticated word choices and sentences that have syntactic complexity and variety.
9. Is free of grammatical, mechanical, and usage errors.
10. Meets the requirements of length (word count), and when applicable, is submitted on time with appropriate pre-writing materials (prewrites, outline, first drafts).

Aim for an A. Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers will be returned unread with a grade of NC. Serious limitations in the above criteria areas or failure to submit assignments may result in a D or F in the course.

### Essay Word and Point Distribution

Course Requirement	SLOs	Word Count per Essay	Total Word Count	Points	Total Points	% of Grade
2 <i>Outliers</i> Response Papers	1,2, 4-6	2@500 and class presentations	1,000	2@50	100	10%
3 In-class Essays	1,4-6	3@500-750	2,000	1@50 2@100	250	25%
Analytical Essay on “The Open Boat” and “Stephen Crane’s Own Story”	1 – 6	1,000-1,250 (4-5 pages) + 1. Outline 2. Peer reviewed draft 3. Revision with visible changes 4. Paragraph explaining changes	1,500	1. 20 2. 10 3. 100 4. 20	150	15%
Research Paper on topic of choice emerging from <i>Outliers</i>	1 – 6	2,000 (8 pages) + 1. Topic Proposal (350-500 words) 2. Outline (150-300) 3. Annotated Bibliography (250w) 4. Peer reviewed draft 5. Revision with visible changes 6. Par. explaining changes (250w)	3,000	1. 25 2. 20 3. 25 4. 20 5. 200 6. 10	300	300%
Reflective Essay	1,4 – 6	1,000-1,250 (4-5 pages) + 1. Outline 2. Peer reviewed draft 3. Revision with visible changes	1,000	100	100	10%
Participation, including at least 1 English Department event	1,3,4,6	Based on quizzes, event reports, class discussions, peer review feedback that demonstrate critical thinking, analysis, synthesis skills	NA	100	100	10%
		TOTALS	8,500		1,000	100%

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## English 1B, Spring 2013, Course Schedule

This schedule is tentative. When changes occur, you will be notified in class and by email.

*EA = Everything's an Argument*

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 1/23	Introduction to 1B: Rhetoric and the FACTS of Argumentation
2	M 1/28 W 1/30	Rhetorical Situation: <b>Diagnostic Essay –Quiz on EA, Ch. 1-3</b> Pathos, Ethos, Logos and their Fallacies: <b>EA, Ch. 3-5</b>
3	M 2/4 W 2/6	Rhetorical Analysis: <b>EA, Ch. 6</b> <b>In-class Essay #1 Analysis of Rhetorical Situation</b>
4	M 2/11 W 2/13	Structuring Arguments/Citing Sources: <b>EA, Ch. 7, 20, 21</b> Structuring Arguments & Rhetorical Situations / Style <b>EA, Ch. 13</b>
5	M 2/18 W 2/20	<b>“The Open Boat” and “Stephen Crane’s Own Story”</b> <b>In-class Essay #2 Rhetorical Analysis of Written Text</b>
6	M 2/25 W 2/27	<b>Analytical Essay (C/C) #1 on “OB” Draft 1 Due – Workshop</b> “The Open Boat” and “Stephen Crane’s Own Story”
7	M 3/4 W 3/6	<b>Analytical Essay #1 Due / <i>Outliers</i> “The Roseto Mystery”</b> Causal Arguments: <b>EA, Ch. 11</b>
8	M 3/11 W 3/13	<b><i>Outliers</i> Ch. 1/ Academic Arguments EA, Ch. 16, pp. 367-79</b> <b><i>Outliers</i> Ch. 2/ Finding Evidence EA, Ch. 17</b>
9	M 3/18 W 3/20	<b><i>Outliers</i> Ch. 3 / Evaluating Sources EA, Ch. 18</b> <b><i>Outliers</i> Ch. 4 / Using Sources EA, Ch. 19</b>
	M 3/25 W 3/27	SPRING BREAK NO CLASSES
10	M 4/1 W 4/3	CESAR CHAVEZ DAY - NO CLASSES <b>Topic Proposal and Outline Due / Argument of Fact: EA, Ch. 8</b>
11	M 4/8 W 4/10	<b><i>Outliers</i> Ch. 5 / Argument of Definition: EA, Ch. 9</b> <b>Annotated Bibliography Due / <i>Outliers</i> Ch. 7</b>
12	M 4/15 W 4/17	<b><i>Outliers</i> Ch. 8 Proposals EA, Ch. 12</b> <b><i>Outliers</i> Ch. 9</b>
13	M 4/22 W 4/24	<b>Research Essay #2 Draft 1 Due – Peer Group Workshop</b> Peer Group Workshop

Week	Date	Topics, Readings, Assignments, Deadlines
14	M 4/29 W 5/1	<b>Research Essay #2 Revision Due</b> / Evaluations: <b>EA, Ch. 10</b> Reflective Essay
15	M 5/6 W 5/8	<b>Reflective Essay #3 Draft 1 Due</b> for Peer Review Workshop <b>In-class Argumentative Essay #3</b>
16	M 5/13	<b>Reflective Essay Revision #3 Due</b>
<b>Final Exam</b>	<b>Saturday, May 4</b>	This is a portfolio-based class. There is no final exam in this class. Your Reflective Essay is your Final Paper.

### English Department Events

Jayne Ann Phillips Reading	Feb. 6	7:00 pm	MLK 225/229
	Feb. 7	12:00 pm	MLK 225/229
Steinberg & Straight Readings	Feb. 27	7:00 pm	MLK 225/229
Dana Gioia Readings	April 3	7:00 pm	ENGR 189
	April 4	1:00 pm	ENGR 285/187
Carmen Gimenez Smith Readings	April 17	7:00 pm	MLK 225/229
Chitra Banerjee Divakaruni	April 22	12:00 pm	MLK 225/229
		7:30 pm	ENGR 189
Cathleen Miller Book Launch	April 24	7:00 pm	MLK 225

Details of readings and discussions are available at <http://www.litart.org>.

### Important SJSU dates Spring 2013

Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Tuesday	February 19	Enrollment Census Date
Monday-Friday	March 25-29	Spring Recess
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations
Monday-Tuesday	May 20-21	Final Examinations
Wednesday	May 22	Final Examinations Make-Up Day
Thursday	May 23	Grade Evaluation Day
Friday	May 24	Grades Due From Faculty
Saturday	May 25	End of Academic Year - End of Spring Semester
Saturday	May 25	Commencement
Monday	May 27	Memorial Day - Campus Closed (M)